DOCUMENT RESUME

ED 214 304 EA 014 569

AUTHOR Poe, M. Catherine; And Others
TITLE The Making of the Principal: A Study of Recent Literature for Elementary School Principals.
PUB DATE 21 Mar 82
NOTE 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role; Elementary Education; *Periodicals; *Principals; *Scholarly Journals; *Sex Bias; Sex Discrimination; *Sex Fairness; Textbook Content

ABSTRACT

Based on the view that the principal's influence is felt long after students leave school, this study looked at the literature designed to help elementary principals eradicate sexism in the schools. First the researchers attempted to examine information on eradicating sexism in the texts used in graduate schools to train principals, but found a dearth of books specifically designed for elementary principals. They then examined recent literature in educational journals. The journals yielded very little relevant material, although some articles in the magazine "Principal" gave pertinent advice, research findings, and useful information. Most articles in other educational or scholarly journals were superficial, with little information a principal could apply to his or her school. It is recommended that the educational and scholarly journals make a concentrated effort to address this lack of information. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Catherine Poe
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED214304

EA 014 569

THE MAKING OF THE PRINCIPAL:
A STUDY OF RECENT LITERATURE FOR ELEMENTARY SCHOOL PRINCIPALS

by

M. Catherine Poe
Hofstra University

Frank Scoblete
Hofstra University

Victoria Gilvary
Hofstra University

Sanford Temkin
Research for Better Schools

Paper Presented at the
Annual Meeting
of the
American Educational Research Association
New York City
21 March 1982

ABSTRACT

Since the elementary school principal's influence is felt in every area of school life from curriculum to teacher supervision, the residual effect of that influence and power is felt long after those students leave school and enter society as adults. Thus we set out to investigate one area of principal education, the issue of sexism. We were going to study the texts used in graduate schools to train principals for that particular position. Instead we found a dearth of books, much less recent books. We then turned to recent literature in educational journals, expecting to find there solid research and guidance to assist the modern day principal. Here we found either a lack of relevant material or watered-down articles on sexism or cosmetic but not substantial pieces on the issue of sexism. We concluded that there was little out there in the field for the principal to learn (assuming s/he was interested in learning) and apply to his/her school, except for some of the material found in the magazine Principal. We recommend that the educational and scholarly journals make a concentrated effort to address this lack because sexism's eradication is as essential to democracy's health as is the eradication of racism.

THE MAKING OF THE PRINCIPAL: A STUDY OF RECENT LITERATURE USED BY ELEMENTARY SCHOOL PRINCIPALS

INTRODUCTION

The whirlwind that was the women's liberation movement swept across the last decade, uprooting long-held traditional values, up-ending sacred cows, turning over established laws, digging out entrenched bias against women, and generally wreaking havoc with a society that had become rather smug and complacent with its attitudes about women. Even the most conservative of men and women had to grudgingly admit that their lives would never be the same, whether for better or worse.

Perhaps its most visible impact upon American life can be found in its birthplace, the kitchen. Essentially it was a kitchen revolution, as women hung up their aprons, along with the myths about what women could and could not do, and marched out of their neighborhoods into the marketplace, into the legislatures, into the universities, into male sanctuaries, whether they were off-limits alehouses or old boys networks. A revolution brewed over coffee led to two distinct philosophies that underpin the women's movement: the division of labor both on the job and in the home. The battle cry was and still is, make policy, not coffee.

Whether the ERA withers on the vine or blossoms anew this spring, there is no facet of American life that will ever again be the same. Not only is sex bias against the law, it is also out of step with the times. Fathers fight to get their daughters on Little League teams. Universities are eager to prepare female

potential doctors, lawyers, and engineers as women grow less fearful of those non-traditional professions. A woman sits on the bench of the Supreme Court. The law is beginning to recognize that the housewife's daily contribution to marriage is equal to her husband's financial contribution. Rape victims and battered wives no longer hang their heads in shame, but proudly demand their day in court. A woman truck driver may say, "I'm no woman's libber," but it doesn't matter, as long as she has the opportunity to drive her rig.

For the schools, the seventies (following so quickly upon the peace and civil rights movement of the sixties) was a decade of further change, reassessment, and adapting, while at the same time coping with a shrinking student enrollment as well as a shrinking dollar. It is not always easy to develop a sensible response to the needs for social change when real levels for financial resources continue to diminish; but generally the schools did well. True, it often took a citizens' committee to force the implementation of Title IX and a coordinator to monitor Title IX, but change did happen.

Boys were no longer punished by being forced to sit with girls. Money began to be spent in an equitable measure on girls' sports. Teachers became aware that saying "cavemen" in a lesson on prehistoric people left out half the human race, and they learned to say "cavedwellers." Scholarships to outstanding women athletes in track, tennis, and basketball were offered. Women teachers returned to college to bcome administrators and, in some cases, actually did. Women studies became the "in course" on campus, and then something more momentous happened: a student didn't have to take a so-called women's studies course to learn about women writers, scientists, or pioneers. They were becoming an essential part of a course in literature, medicine, or the American West. A new look was taken at the way girls and boys learn, and slowly the knowledge trickled into the schools. Math phobia in girls and women was taken seriously and addressed. Problems in verbal skills for boys and men were recognized

and addressed. Career options for girls and boys opened up as some young people became male nurses or female police officers.

None of this is to say that the problems of sexism were solved in the schools, but in this society, the schools are to be commended, because they have begun to lead the way to change. The law, the legislatures, and the courts have worked under pressure to reverse overt discrimination, but the family and the schools are the real keystones to reversing long-held attitudes.

This is not to say that many schools, administrators, and teachers didn't have to be dragged into the Eighties, screaming slogans that equated blatant sexism with mother, baseball, and apple pie. But that does not negate the many positive effects that have been wrought, whether because of coercion or concern. For many people involved in the schools, it was a painful process as they set aside preconceived ideas and attitudes and began to question what they had long perceived as basic assumptions about children. The Report Card (Sadker and Sadker, 1981) shows the high cost of sex bias in schools, citing the effect it has on the academic, psychological, and physical profile of children as well as the residual after-effects on career and family relationships. The problem with sex bias, as is true with race bias, is that it is often subtle, not overt, such as castigating a youngster by saying, "Girls (boys) don't act like that." It is an insideous prejudice since it may encourage girls to act helpless in school, thus avoiding failure situations and teaching girls to quit trying. As Sadker and Sadker state, "Research indicates that teacher interaction patterns may contribute to the learned helplessness exhibited by female students." (no page number).

The ripple effect of such attitudes becomes apparent years later in statistics which show that a woman college graduate earns less than a man who is a high school drop-out or which show that the average working woman earns 59 cents for every dollar a man makes. The ripple effect also cripples the father in later years when as part of the national average, he spends

only an average of 12 minutes a day with his children and will live eight years less than his wife.

The school's impact therefore is a potent one, and it was with this in mind that Sadker and Sadker targeted the texts used in the training of elementary school teachers in their ground-breaking Beyond Pictures and Pronouns, Sexism in Teacher Education Textbooks (1979). For there they found the contributing factor to the sexism problem lay in the educational texts from math to social studies. They, of course, made important recommendations to both publishers and instructors of courses training future teachers to correct sex bias.

But the two pamphlets that began the entire war on children's texts and story books were Little Miss Muffet Fights Back (Feminists on Children's Media, 1971).and Dick and Jane as Victims (Women on Words and Images, 1972). A Child's Right to Equal Reading (NEA, undated) set up a series of exercises for for teachers to liberate children's books from the limiations of sexual stereotypes. Then came special publications aimed for the elementary school teacher, but the best and most consistent has been a newspaper TABS: Aids for Ending Sexism in School (Lucy Picco Simpson, editor) which is now entering its fifth year of publication. And the Feminist Press has long been a pioneer in its twelve years of publishing books and teaching materials that are without sexism and racism.

For the educator who wishes to challenge the school's attitudes, rules, and procedures, there is the kit put out by the NOW Legal Defense and Education Fund, Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools (1977). With this kit in hand, educators on any level of education can walk into her/his school and determine which dictums and customs are sexist from the pregnant student's rights to counseling to employment practices in the district.

But sex fairness in schools assumes not just that the district or school has an effective Title IX coordinator, but that the principal of the school is sympathetic, enlightened, and supportive of attempts to eradicate sexism. Which brings us to

the individual who wields the most influence in any school, the principal.

The old maxim still holds true: the principal sets the tone of a school. This is the person in charge of climate control. When a principal is untrained, unaware, or unconcerned with sexist attitudes, woe be to the teacher who arms him/herself with the arsenal of aids mentioned and actively seeks to challenge those precepts. Title IX since 1972 has forced school districts to deal with the flagrant violations (such as the expenditures on boys' sports being triple what is spent on girls' sports), but for many principals Title IX was not a consciousness-raiser, but another inconvenience.

Or to quote the magazine the Principal (September, 1980), which surveyed its readership on a variety of topics and asked as one of its questions, "'What is the biggest problem you face as a principal?'" (p. 48) and drew a few of the expected replies about student discipline and paperwork, but also elicited the response of "federal regulations" and "coping with outside pressure groups" (p. 48). More broadly interpreted that can include the dictates of Title IX and feminist groups in the community. It is doubtful that the average principal has either the tools or the disposition to embrace the tenets of a non-sexist school with open arms.

METHODOLOGY

Therefore we decided to take a closer look at the Making of the Elementary School Principal.

To do so we investigated how much encouragement and education the principal receives in expunging sexist practices, literature and attitudes from his or her school. Since the principal is the policy maker, the curriculum leader, and person who establishes a school's atmosphere, once that person decides that ridding the school of sexism is a priority, then things should begin to change, however slowly or subtly, in all areas of the school. But if that person remains hide-bound in

tradition, only budging when an edict from the Central Office instructs him or her to change a rule or policy, then little initiative can be expected. Most principals in position today have a tendency to maintain the status quo, unless nudged. And since most of their formal training as administrators happened on an average of more than a decade ago (Principal, September, 1980), their perceptions of education are usually still grounded in the fallacies and prejudices of an earlier generation.

Add to this that the percentage of women as principals in elementary schools has only inched up from 22 percent in 1966-67 (Wolcott, 1973) to not quite 27 percent in 1980 (Principal, September, 1980), then we are not going to see an overnight revolution in the schools. Nor does a woman in the front office assure a school free from sex bias.

Still another way to understand the mentalities of those who run the schools is to scrutinize the politicis of those in charge. Principal's magazine survey also showed their readers to be more conservative than liberal, with 34 percent classifying themselves as "middle of the road," 12 percent as conservatives, and 31 percent saying they lean in that direction; that leaves 13 percent as liberals or don't know's.

There is a new generation of principals coming up, being trained in our graduate schools today, and we wondered what impact issues embedded in the women's movement have had on their training. Our initial task was to look specifically at those textbooks used in graduate schools which train elementary school principals. We began with Books in Print and found only seven entries under Elementary School Administration, with only one having been published since 1977, our original cut-off date for contemporary texts. While there are many books on education in general, or on supervision, management, etc, geared for all supervisory levels from chairpersons to superintendents, the trend in education seems to be to "lump" the elementary school prin-

cipal in with all administrators. Thus the principal looking for guidance in his/her specific area will only find The Elementary Principal's Handbook: A Guide to Effective Action by Larry W. Hughes and Gerald C. Ubben (1978). As Paula Silver noted in her article in Administrator's Notebook (1980-81), "In the best of all possible worlds the administrator would know how to find the cause of the problem and would know or find in reference books which factors to modify in order to solve it. Quite clearly, the knowledge that would enable administrators to practice in this ideal manner is not (yet) available" (no page number).

In fact, the Elementary School Principalship back in 1968 was already decrying the same theme when it reported that less than two percent of principals thought their college preparation had contributed to their success as principals (Wolcott, 1973).

Since we were not satisfied that Books In Print included the most recent books out, we called publishing houses to identify recent titles. We again found a dearth of texts. We began to suspect that a principal learned the ropes of the position the hard way, on the job.

It was then that we decided to examine another source of information, the recent literature to be found in quarterlies, journals, and periodicals that an elementary school principal might turn to for up-to-the-minute research.

We devised an instrument, which we labeled Content Analysis of Sexism in Journals on the Topic of Being an Elementary School Principal (Appendix A). We adapted our instrument from one used by Sadker and Sadker in their research on sexism in educational texts, modifying it for the type of inquiry we were doing. Thus we believed we would be able to quickly discern any problems authors had with sexism. We did eliminate such methods as counting pronouns since we believed that in the Eighties, most authors and editors would be sufficiently aware of sexist language and would take pains to avoid it. We were right. For that is not where the problems rested.

We reviewed both the footnote and bibliliographical entries to ascertain the number of women cited compared to the number of men cited. We analyzed the use of language to see if it were overtly sexist, the use of the generic pronoun, the use of sex stereotyping, and the use of affirmative language construction, e.g. firefighter rather than fireman. We studied the accompanying drawings and photos, noting the number of male and female figures in the pictures and if the use of typical stereotypes were employed.

We studied the content for sex stereotyping, looking for examples that would positively reflect non-sexist roles. We were particularly interested in whether the articles made cosmetic or substantial attempts at non-sexism.

We zeroed in on the realism quotient: just how well did this article deal with the real world of the elementary school, its teachers, its students, and its administrators. And therefore, does it offer any concrete suggestions for counteracting the subtlies of sexism?

Lastly, we analyzed the potential impact the articles would have upon the attitudes of the reader. For instance, after reading a piece, would the principal be likely to take steps to root out sexism from the curriculum or supervision and would his/her awareness of the problem be raised?

RESULTS

What we found was that most magazines were guilty of the sin of omission. In fact the cosmetic approach to sex bias was obvious, probably because it is easier to clean up the language and eliminate sex stereotypes than it is to deal with issues of true substance. In fact, for the most part, authors went out of their way to use non-sexist language while others tried to skirt (no pun intended) the issue entirely, making people in the articles androgynous, to the point where one began to suspect the schools

were run by asexual automatons. The continual use of "principal," "teacher," "superior," and "subordinate" are technically sexless in reference, especially with the absence of any pronouns (Deal & Celotti, 1980, pp. 471-73), but such neuter language also ignores one of the elementary school's looming realities, that most principals are men and most teachers are women.

When we got down to the nitty-gritty of substance though, we encountered a new problem because we found that very little material was directed to the elementary school principal per se in the journals. Only the magazine designed for that profession, the Principal gave pertinent advice, research findings, and relevant information. Most of the educational journals seemed to ignore the plight of the elementary school principal, concentrating on the more general area of supervision which can encompass many types of administrators, but really does not focus on the unique position of the elementary school principal. For the man or woman turning to professional and education journals for guidance, s/he would find them to be a desert of information. The information that is available does not usually concentrate on the pressing issues of sexism.

In an article on "A Description of Decision-Making Patterns of School Principals," the author Ray Cross (1980) avoided the pitfall of combining elementary, junior, and senior high schoo principals together, but he completely ignored the entire crux of an elementary school principal's problem: the ratio of women to men and the effect that has on the principal running the school. While the article noted that the subordinates (meaning the teachers and statistically that means women teachers) caused 51 percent of the problems in the school, the principal made decisions about those problems 63 percent of the time on her/his own. In only 18 percent of the instances did the principal seek advice from subordinates. The author concluded that there is "considerable opportunity for persons [female teachers] to manipulate the principal by providing information of their own

selection" (Cross, 1980, p. 158). Yet nowhere in the article does the author even elude to the possibility that the dynamics of the sexes has a role to play here, whether causing problems, solving problems, manipulating the principal, or being manipulated by the principal. This is an example of avoiding the real issue that lies just below the surface in any elementary school. The fact that 83 percent of elementary school teachers are women while 82 percent of the principals are men (Lovelady-Dawson, 1981) should not be ignored since it is a fact of life in the elementary schools and affects every facet of life there from teacher supervision to human relations to discipline. To identify that 51 percent of the problems are caused by subordinates and yet not to lift the lid on the school pot and find out what factors make these problems simmer and boil over, is to be oblivious to life in the school's pressure cooker.

A type of article in the more scholarly journals that did address the sexism question was found in an investigation of the academic achievement of father-absent sixth grade boys (Schell & Courtney, 1979). The authors were obviously concerned with the so-called feminizing of the schools, but to the authors' surprise, they found that it was "unrealistic to assign upper elementary father-absent boys to male teachers with the expectation of improving their academic achievement" (p. 195). In fact female teachers were found to be more successful in reaching these children. The authors thought that perhaps male teachers in the primary grades might be of some help, but since they doubted there was going to be a big influx of men into the first three grades, they discounted that proposal as unrealistic. Instead they referred educators to books by other authors who have suggested alternative methods to reaching those boys (p. 195). Here was the type of article that a principal could read and apply, because it was realistic, it recognized the problem facing elementary schools, and it made no bones about the ramifications for the schools and children.

But generally, the education journals suffer from what we deem "the distance syndrome." They are so far removed from the day to day world of the elementary school that their analyses too often dwelt in the land of hypothesis and abstract. The magazine Principal usually got to the "nuts and bolts" of running a school, and even then sometimes allowed academic fog to becloud the real issues. For the most part, however, it offered the most solid information a principal could use.

A contrast of two articles about women moving ahead in administration illustrates our point well. One entitled "Promoting Women in Education Administration: Case Study of Conflict and Stress" (Adkison, 1978-79) which appeared in the Administrator's Notebook and the other "No Room At the Top" (Lovelady-Dawson, 1981) which appeared in the Principal offer good examples of what we found. Dr. Adkison's piece studied a federally funded project designed to increase the number of women administrators in the Kansas public schools. Her data was well-grounded, her presentation strong, but she missed entirely the human factor and the interaction between the participants in the program. She also ignored the realities of administrative life, never delving into the chances of such women actually succeeding. She too wrote as though she were writing about some sexless creatures she observed on Planet X. The closest she came to targeting the actual problem of overt sexism was to note that "Taxpayers do not fund public schools...to specifically provide opportunities for women to enter administration. Members of administrator organizations do not pay dues in order to add women to their ranks" (no page number).

Ms. Lovelady-Dawson, however, took a human rights stand in her article, citing the appalling statistics on women in administration and explained what the residual effect was on children. She also did not hesitate to specify just what she thinks can be done to rectify the past. Not only did she document the nation-wide decline in women administrators, but targeted the women elementary school principals as one of the major areas of

of the greatest slide, from 55 percent in 1928 to 18 percent today (p. 38). She also examined the current situation for women in administration, which is bleak due to the old boys networking which excludes women and minorities, and suggested what can be done in the future. What was generally refreshing was that the author did nothide behind educational jargon to remain in that safe realm of the abstract.

The Principal also should be cited for attacking agism with its piece on "The Older Teacher" since it confronts honestly some of the problems a principal will face with a more mature faculty (Grambs & Seefeld, 1978). The article bluntly states that most principals are men and usually around 45 years old (Gertner, 1978-79), while most teachers are women and 3/4 of all older teachers are women (Grambs & Seefeld, 1978, p. 65). "It is difficult for people to grow old gracefully in America, but it is doubly difficult for women"(p. 65). This article would fall under the category of a consciousness-raiser, for no principal could read it and not begin to question some of her/his own assumptions about older teachers.

Yet there were other articles from the same publication that fell into the Pollyanna school of writing as though the school world were some sort of a utopia where everything was now "hunky dory." An article on being a principal during the first year on the job addressed the readers as though they were all males, avoided the issue of an entrenched, nearly all female faculty, and even illustrated the piece with a man dressed as a knight in armour on his charger (Jentz, Cheever, Fisher, 1980).

Still another article on teacher evaluation offered no pointers on non-sexist approaches nor an insight into male/female relationships, and the role it plays in supervision and evaluation. In attempting to avoid all semblence of sexism, such an article does not face the sexual realities of today's schools. Bending over backwards to appear to be fair was quite common in most articles, but in the long run it became frustrating since it ultimately became another form of sexism: the-let's-pretend-

our-schools-are-completely-free-of-sex-bias-so-that-we-can-move-on-to-more-weighty-matters.

Even a provocative and excellent piece on "His Brain, Her Brains A Conversation with Richard M. Restak" (Zakariya, 1981) by the Principal's editor raised some very hazy areas that should have been questioned by the author during her interview with Restak, such as his contradictory statements on testing, but either out of awe for the neurologist or lack of sufficient knowledge on the topic, she rarely challenged him on his theses. Thus this article was one that we would have been careful before applying to the students in our schools without further investigations.

Whether articles were good, bad, or adequate, underlying our research was a nagging question: even if the journals did publish relevant information a principal could use to establish non-sexist policies and curriculum, is the principal actually reading those articles? Probably not, as the Principal survey shows: the most popular magazine among the elementary school principals polled was Reader's Digest, which doesn't bode well for anyone seeking societal change. There was also a smattering of professional journals ready by principals, with the Phi Delta Kappan and Principal heading the list. That meant that most of the educational periodicals were not being read and applied by people in the field.

Generally, the magazine the Principal was the best educator a principal could have in a world that exhibits a paucity of material or training for the position. Whether the person in the front office has the time to read, digest, disseminate, and activate what is learned is another question, but the Principal is certainly more readable and pertinent than most of the scholarly journals.

CONCLUSIONS AND RECOMMENDATIONS

There appears to be little in the way of quality books or journal material which are geared to the training the elementary school principal. Few textbooks are published to illuminate

this topic. Most periodicals are theoretical and do not offer practical applications for schools. The topic of sexism is rarely broached and then only obliquely in the professional journals. The Principal which is published by the National Association of Elementary School Principals makes a strong attempt at providing up to the minute and relevant data for the busy principal. The topics included in the Principal are usually not on sexism, but it does try to avoid sexist language and sex stereotyping the majority of the time. It also makes some honest attempts at sex fairness by accepting the works of authors who are not afraid of the sexism issue and how it affects administrators, teachers, and children. But there are still many instances where the need and opportunity are there to write about sexist practices, but it is not done, e.g. an article on testing and the language used in testing (Goodman, 1978).

Obviously it is long past the time that all publications begin to confront the reality of sexism in our schools and offer a blue-print that a principal can begin to reconstruct a model school on. Towards that end, we would like to see the following appear in all educational journals:

a) the acknowledgment that in language resides culture, history, power, politics, and ultimately a sense of self. To recognize this is to understand that the issue of non-sexist language is not frivolous, but that it goes to the heart of any civilization. We are known by our choice of words. Therefore it becomes crucial that the principal not only address the head of the PTA (if she is a woman) as Chairwoman, but that the principal instill in the faculty the need to correct mankind to humankind in the curriculum, thus liberating adults and children alike;

b) the acknowledgment that there are differing styles of administrative and managerial procedures of women and men and an investigation of just what this means in terms of human relations, achievement, supervision, curriculum, etc. Is it a a mere coincidence, for example, that as the number of women

administrators declined, so did the SAT scores?;

c) an encouragement by individual journals to authors for submission of articles on and research into ways for fair and non-sexist supervision and evaluation to be conducted;

d) a how-to-manual on establishing a non-sexist climate in schools, including a study of the factors that inhibit planning and implementing sex fair practices;

e) a study of non-sexist curriculum and how to implement it;

f) a study of one-parent families or working parents and the impact on the schools;

g) a readable presentation on how girls and boys learn, with a complete investigation into the science of the sexes, written in lay terms;

h) an honest appraisal of today's schools which are not apt to change in the next few years, with the status quo of most principals being men and most teachers women;

i) a series of questions about elementary schools, such as why is racism taken more seriously than sexism in the schools; with a shrinking dollar how can a school eliminate sexism from its texts; how should sex education be handled to eliminate the previous generation's sexist attitudes; how to deal with sexist values brought into the schools from the home; etc.;

j) and still another area that needs attention is an in-depth study is the role of the male elementary school teacher (of whom there are only 17 percent in the entire country) (Wolcott, 1973). This one topic could supply an investigator with a year's worth of material, but often such topics seem to be taboo or treated with disdain.

Sexism like racism needs to be taken seriously. It deserves more than an acquiescence to Title IX and patronizing with proper pronouns. It needs a spirited effort to correct the past and change the future. It needs the realization by administrators that sexism is a potent human rights issue, every bit as crippling to democracy as the scar of racism.

As we noted at the outset of this paper, it is the principal who controls the climate of the school. It is this one person whose policies are felt in the classroom and ultimately years from now in society itself. If we are to truly live in a society free from prejudice, then the educators must be educated.

References

Adkison, J. A. Promoting women in educational administration: Case study of conflict and stress. Administrator's Notebook. 1978-79, XXVII, no pagination.

Cross, R. A description of decision-making patterns of school principals. Journal of Educational Research, January/February, 1980, 154-159.

Cross, R. What makes an effective principal. Principal, March, 1981, 19-22.

Deal, T. E. & Celotti, L. D. How much influence do and can educational administrators have on classrooms? Phi Delta Kappan, March, 1980, 471-73.

Feminists on Children's Media. Little miss muffet fights back. New York: Feminists on Children's Media, 1971.

The Feminist Press. Newsnotes, Fall, 1980, #9.

Gaertner, N. The structure of careers in public school administration. Administrator's Notebook, 1978-79, XXVII, no pagination.

Goodman, Y. M. Kid watching - an alternative to testing. Principal, June, 1978, 41-45.

Grambs, J. D., & Seefeldt, C. The older teacher: Education's new majority. Principal, March 1978, 63-67.

Jentz, B. C., Cheever, D. S., & Fisher, S. B. How to survive your first year: A guide for new principals. Principal, March, 1980, 23-26.

Klopf, G. J., & Harrison, J. Moving up the career ladder: The case for mentors. Principal, September, 1981, 41-43.

Lamb, R. W., & Thomas, M. D. Art and science of teacher evaluation. Principal, September, 1981, 44-47.

Lovelady-Dawson, P. No room at the top. Principal, September, 1981, 37-40.

National Education Association. A child's right to equal reading. Washington, D. C.: NEA, undated.

PEER. Cracking the glass slipper: PEER's guide to ending sex bias in your schools. Washington, D. C.: National Organization for Women Legal Defense and Education Fund, 1977.

Sadker, M. P., & Sadker, D. M. Beyond pictures and pronouns. Washington, D. C.: The American University, 1979.

Sadker, M. P., & Sadker, D. M. The report card. New York: Longman Publishing, 1981.

Schell, L. M., & Courtney, D. Effect of male teachers on academic achievement of father-absent sixth grade boys. Journal of Educational Research, March/April, 1979, 194-196.

Silver, P. The development of a knowledge base for the practice of educational administration. Administrator's Notebook, 1980-81, XXIX, no pagination.

TABS, edited by L. P. Simpson, IV, Nos. 3/4.

Wolcott, H. F. The man in the principal's office. New York: Holt, Rhinehart, and Winston, Inc., 1973.

Women's Educational Equity Act Program, USOE. Content analyses of sexism in texts in teacher education. Castte - 77-78.

Women on Words and Images. Dick and jane as victims. Princeton, N.J.: Women on Words and Images, 1973.

Women's Studies Newsletter. publication of The Feminist Press and the National Women's Studies Association, Winter, 1980, VIII, No. 1.

Zakariya, S. B. His brain, her brain: A conversation with richard m. restak. Principal, May, 1981, 46-51.

CONTENT ANALYSIS OF SEXISM IN JOURNALS USED BY ELEMENTARY SCHOOL PRINCIPALS OR ON THE TOPIC OF BEING AN ELEMENTARY SCHOOL PRINCIPAL

TITLE OF ARTICLE: _____

_____

AUTHOR(S) _____

JOURNAL _____

DATE _____

EDITOR(S) MALE _____ FEMALE _____

STAFF MALE _____ FEMALE _____

FOOTNOTE AND BIBLIOGRAPHY ENTRIES:

1. Number of entries specifically addressing the issue of sexism or efforts to counteract it. _____

2. Number of entries specifically addressing the experiences or contributions of women and/or girls. _____

3. Number of citations by females _____ by males _____

sex not clear from name cited _____

LANGUAGE:

1. Was there obvious sexist language used in the article?

if yes, give an example.

2. Was there a use of the generic pronoun? if yes, give an example.

3. Was there a use of demeaning modifiers (womanly tears, etc)? if yes, give an example.

4. Was there a use of pronouns which reflect sex role stereotypes (principal...he; teacher....she)? if yes, give an example.

5. Was there use of affirmative language construction (firefighter instead of fireman)? if yes, give an example.

PICTORIAL REPRESENTATIONS:

1. Total number of illustrations (drawings, photos, etc.). _____

2. Total number of figures in illustrations._____

. Women _____; Girls _____; Men _____; Boys _____

3. Activities described below:

SEX ROLE STEREOTYPING:

1. Are examples given that reflect sex role stereotyping?
how many? _____
if yes, give an example.

2. Are examples given that reflect non-sexist roles?
how many? _____
if yes, give an example.

3. Are the examples cosmetic or substantial attempts at non-sexist roles? Give one example to validate your viewpoint.

REALISM:

1. Are the relevant subjects discussed in this article treated in a realistic manner, without omitting or glossing over harsh or difficult issues?

2. How well does this article reflect the real world of the elementary school, its teachers, and its administrators?

3. Is this article applicable to the realities of today's schools?

IMPACT:

1. Would this article provide you with an understanding of the roles, experiences, and contributions of women in education?

2. As a result of reading this article would you be likely to take actions to eliminate sexism in the school in whatever form?

3. Does this article instruct you on any area of sexism?

4. Does this article encourage a non-sexist approach to supervision of teachers and/or students?

5. Does this article increase your awareness of sexism? if yes, describe in what ways.

6. Is this article applicable?